School of Education

Completer Satisfaction Survey Pilot 2019

Administration and Purpose

This survey is administered after completion of the program. The Office of Student Services collects non-LSU emails from completers. Educators who received their degree in 2015-16; 2016-17; 2017-18 were emailed. All completers who had a non-LSU email were invited to participate in the pilot April 2019.

These data were reviewed by administration and program coordinators for the purpose of program improvement. This report was added to the Annual Reporting Measures website.

Informing Candidates

Following is the text that appeared in Qualtrics for completers who responded to the email.

> The LSU School of Education is piloting a completer satisfaction survey. It is administered to individuals who completed a preparation from LSU in the last three years. The purpose is to improve educator preparation programs. This survey is similar to the one completed prior to graduation.
>
> Thank you for thoughtful responses to this survey. Responses will remain anonymous and serve to improve educator preparation. We appreciate your time in responding thoughtfully to each item in the survey and providing feedback about the LSU teacher preparation programs. Responses will not be attributed to an individual educator, school, or district.

Survey Content

There were 19 items on this survey which were identical to the end-of-program surveys (Appendix A). These items were aligned to InTASC, CAEP Standards or the conceptual framework. Additional items were added for demographic and piloting purposes (Appendix B).

Data Quality

Respondents were directed to select *Strongly Agree*, *Agree*, *Disagree*, or *Strongly Disagree*. *Strongly Disagree* was coded as a 1 through *Strongly Agree* as a 4. Data were used from respondents who completed all items in Appendix A. These items are identical to those in the Program Satisfaction Survey completed after student teaching.

The sample included all educators who provided a non-LSU email upon completion. A request to participate in the survey was emailed to all completers for whom there was a non-LSU email and who completed between 2016-2018. In this pilot, the email went to 355 completers.

An exploratory factor analysis was conducted on the Completer Survey from the spring 2019 administration. Because this survey was constructed using Likert items, the exploratory factor analysis was based on polychoric correlations (Appendix C). The factor analysis of these correlations was based on a minimum eigenvalue criteria. The solution was rotated to an oblique

solution. A total of 4 factors were retained. The 4 factors explained approximately 74% of the variance in the data (Appendix D). The inter-factor correlations among the rotated factors are positive and in the modest to medium range. Cronbach's alpha was computed for this scale and estimate to be .92. These results show that the internal structure of the scale for the Spring 2019 sample differs from the number of components of the scale, but that the internal consistency of items is high. These results will be included in the 2019-2020 review of the this scale.

Results

A total of 70 completed responses were submitted from LSU-prepared educators who completed between the years of 2016-2018. This systematic sample was selected were enrolled in educator preparation programs seeking accreditation from the Council for the Accreditation of Educator Preparation (CAEP). Examination of the demographic data indicated that of the 70 respondents 61 bachelor's degree (87%), 13% 9 master's degree (13%), 34 taught in elementary (49%), 9 middle school (13%), 27 high school (39%). The respondents were prepared for these content areas: 2 agriculture (3%), 3 dual certification (3%), 32 elementary (46%), 6 English (46%), 1 health & PE (1%), 5 math (7%), 8% music (11), 5 science (7%), 6 social studies, (9%), and 1 world languages (1%). One candidate did not identify a content area for which they were prepared. Table 1 provides a summary of the demographic information.

Table 1
Respondent Demographics

Degree	*n*	percent	Content Area	*n**	percent
Bachelor's	61	87	Agriculture	2	3
Master's	9	13	Dual Cert.	3	4
			Elementary	32	46
			English	6	9
School setting			Health & PE	1	1
Elementary	34	49	Mathematics	5	7
Middle School	9	13	Music	8	11
High School	27	39	Science	5	7
			Social Studies	6	9
			World Languages	1	1

* *One candidate did not indicate a content area for which they were prepared*.

This survey suggests that LSU prepared educators **agree** that they were competently prepared. The highest mean was for - Student teaching allowed me to build on my knowledge of teaching and learning and to refine my teaching skills (*m* = 3.54). Followed by reflective practice (*m* = 3.49) and content knowledge necessary for my area/grade level of certification.

There were no items which scored less than 2.61. There were five items which had a mean less than 3. Use of data from various sources (e.g., district, state, and teacher-designed assessments) to inform planning, teaching, and learning (*m* = 2.81). Identification and planning for individual differences, including exceptionalities (*m* = 2.89). Design of assessments that provide evidence of student learning and academic growth (*m* = 2.81). Implementation of various strategies to address student behavior issues (*m* = 2.61). Involving colleagues, families, and the broader community in the instructional process (*m* = 2.8). Communication with students and families in ways that demonstrate sensitivity to cultural differences (*m* = 2.76).

The pilot included two questions related to persistence in the profession. These were only available to 36 respondents. They were asked if they would continue to be a professional educator next year. Indicating that they would stay in the profession 83% strongly agreed (*n* = 30), 11% somewhat agreed (*n* = 4), and 6% strongly disagreed (*n* =2). They were also asked if they enjoyed working in their school. Respondents shared that 47% strongly agreed (*n* = 17), 42% somewhat agreed (*n* = 15), 3 % neither agree or disagree (*n* = 1), 6% Somewhat disagreed (n = 2), and 3 % strongly disagreed (n = 1).

One open-ended item asked, "What would you change to improve the teaching profession?" All responses are available in Appendix E. There were 27 responses. Two readers coded and had similar results. The themes that emerged were support/working conditions, resources/salary, and standardized testing. Comments about support and working conditions described "under-staffed" conditions. Several asked for more support from administration. One completer desired "more opportunities for teachers to influence education policy."

The other frequent theme that emerged was resources/salary. Completers described adequate compensation for the amount of time and effort put into the work. They also shared that more classroom resources would improve the profession.

Less standardized testing was the final theme that was present in this data. Six completers suggested that there was too much standardized testing.

Appendix A
Completer Satisfaction Survey Items

Item	Question	Mean	InTASC
Q2	Content knowledge necessary for my area/grade level of certification.	3.3	4
Q3	Use of data from various sources (e.g., district, state, and teacher-designed assessments) to inform planning, teaching, and learning.	2.81	6
Q4	Incorporation of district, state, and national standards in the design and delivery of instruction.	3.16	7
Q5	Identification and planning for individual differences, including exceptionalities.	2.89	4
Q6	Design of assessments that provide evidence of student learning and academic growth.	2.81	6
Q7	Management of classroom space, materials, time, routines, and transitions for maximum learning.	3	3
Q8	Use of varied instructional strategies and groupings (individual, small group, whole class).	3.16	8
Q9	Integration of technology and varied materials throughout the teaching-learning process.	3.1	8 / CAEP: Tech
Q10	Engaging all students in the learning process.	3.11	1
Q11	Teaching students from diverse populations.	3.03	2
Q12	Use of formal and informal assessments to monitor student learning and performance.	3.13	6
Q13	Reflective practice.	3.49	9
Q14	Implementation of various strategies to address student behavior issues.	2.61	8
Q15	Involving colleagues, families, and the broader community in the instructional process.	2.8	10
Q16	Communication with students and families in ways that demonstrate sensitivity to cultural differences.	2.76	10
Q17	University faculty connected LSU coursework and the school classroom through diverse, well planned, and sequenced field experiences.	3.11	CAEP 2.3
Q18	My pre-student teaching field experiences supported development of teaching knowledge and skills in preparation for student teaching.	3.01	CAEP 2.3
Q19	Student teaching allowed me to build on my knowledge of teaching and learning and to refine my teaching skills.	3.54	
Q35	Overall, my teaching education program at LSU prepared me to enter the teaching profession as a competent beginning teacher.	3.17	

Appendix B
Completer Satisfaction Demographic and Survey Pilot Items

Item	Question
Q46	For what content area were you prepared? (e.g., elementary gifted, music, social studies)
Q29	How would you describe the school in which you work?
Q30	I will continue to be a professional educator next year. (m = 3.72; n = 36)
Q31	I enjoy working in my school. (m = 3.35; n = 36)
Q32	What would you change to improve the teaching profession?

Appendix C
Polychoric Correlations

Name	nq2	nq3	nq4	nq5	nq6	nq7	nq8	nq9	nq10	nq11	nq12	nq13	nq14	nq15	nq16	nq17	nq18	nq19	nq35
nq2	1.0	0.6	0.6	0.4	0.7	0.5	0.5	0.5	0.6	0.5	0.6	0.6	0.4	0.6	0.6	0.8	0.5	0.2	0.5
nq3	0.6	1.0	0.7	0.4	0.6	0.4	0.2	0.4	0.5	0.4	0.5	0.4	0.3	0.5	0.6	0.5	0.6	0.5	0.6
nq4	0.6	0.7	1.0	0.2	0.5	0.3	0.2	0.4	0.4	0.3	0.4	0.4	0.2	0.6	0.5	0.5	0.5	0.3	0.4
nq5	0.4	0.4	0.2	1.0	0.6	0.5	0.5	0.2	0.6	0.5	0.6	0.4	0.7	0.5	0.3	0.3	0.3	0.2	0.4
nq6	0.7	0.6	0.5	0.6	1.0	0.5	0.6	0.6	0.6	0.3	0.9	0.7	0.5	0.5	0.6	0.4	0.5	0.3	0.5
nq7	0.5	0.4	0.3	0.5	0.5	1.0	0.4	0.4	0.6	0.5	0.5	0.3	0.7	0.6	0.6	0.5	0.5	0.3	0.6
nq8	0.5	0.2	0.2	0.5	0.6	0.4	1.0	0.5	0.5	0.4	0.6	0.5	0.4	0.5	0.5	0.2	0.4	0.2	0.4
nq9	0.5	0.4	0.4	0.2	0.6	0.4	0.5	1.0	0.5	0.4	0.7	0.3	0.1	0.5	0.6	0.3	0.6	0.3	0.4
nq10	0.6	0.5	0.4	0.6	0.6	0.6	0.5	0.5	1.0	0.6	0.8	0.6	0.6	0.7	0.7	0.5	0.5	0.4	0.6
nq11	0.5	0.4	0.3	0.5	0.3	0.5	0.4	0.4	0.6	1.0	0.6	0.4	0.5	0.5	0.7	0.5	0.5	0.3	0.6
nq12	0.6	0.5	0.4	0.6	0.9	0.5	0.6	0.7	0.8	0.6	1.0	0.7	0.4	0.7	0.6	0.5	0.6	0.4	0.7
nq13	0.6	0.4	0.4	0.4	0.7	0.3	0.5	0.3	0.6	0.4	0.7	1.0	0.4	0.6	0.5	0.6	0.4	0.3	0.6
nq14	0.4	0.3	0.2	0.7	0.5	0.7	0.4	0.1	0.6	0.5	0.4	0.4	1.0	0.6	0.5	0.3	0.4	0.3	0.4
nq15	0.6	0.5	0.6	0.5	0.5	0.6	0.5	0.5	0.7	0.5	0.7	0.6	0.6	1.0	0.8	0.5	0.5	0.3	0.5
nq16	0.6	0.6	0.5	0.3	0.6	0.6	0.5	0.6	0.7	0.7	0.6	0.5	0.5	0.8	1.0	0.5	0.5	0.4	0.6
nq17	0.8	0.5	0.5	0.3	0.4	0.5	0.2	0.3	0.5	0.5	0.5	0.6	0.3	0.5	0.5	1.0	0.7	0.5	0.7
nq18	0.5	0.6	0.5	0.3	0.5	0.5	0.4	0.6	0.5	0.5	0.6	0.4	0.4	0.5	0.5	0.7	1.0	0.8	0.7
nq19	0.2	0.5	0.3	0.2	0.3	0.3	0.2	0.3	0.4	0.3	0.4	0.3	0.3	0.3	0.4	0.5	0.8	1.0	0.7
nq35	0.5	0.6	0.4	0.4	0.5	0.6	0.4	0.4	0.6	0.6	0.7	0.6	0.4	0.5	0.6	0.7	0.7	0.7	1.0

Appendix D
Eigenvalues of the Correlation Matrix: Total = 19 Average = 1

	Eigenvalue	Difference	Proportion	Cumulative
1	9.93419785	8.23611340	0.5229	0.5229
2	1.69808445	0.35362728	0.0894	0.6122
3	1.34445718	0.25249675	0.0708	0.6830
4	1.09196043	0.20184516	0.0575	0.7405
5	0.89011527	0.04830459	0.0468	0.7873
6	0.84181068	0.20466613	0.0443	0.8316
7	0.63714454	0.04086910	0.0335	0.8651
8	0.59627544	0.08093322	0.0314	0.8965
9	0.51534222	0.11259076	0.0271	0.9237
10	0.40275146	0.06805997	0.0212	0.9448
11	0.33469150	0.10557173	0.0176	0.9625
12	0.22911977	0.03674317	0.0121	0.9745
13	0.19237659	0.03827095	0.0101	0.9846
14	0.15410564	0.05545977	0.0081	0.9928
15	0.09864586	0.02531138	0.0052	0.9980
16	0.07333448	0.05987367	0.0039	1.0018
17	0.01346081	0.02129721	0.0007	1.0025
18	-.00783640	0.03220137	-0.0004	1.0021
19	-.04003777		-0.0021	1.0000

Appendix E
Qualitative Responses

What would you change to improve the teaching profession?

1. More resources! We are chronically under-staffed and under-funded and that makes the work very difficult.
2. The support of teachers from community and admin, reform around state testing, pay increase, and a treatment of the profession as a profession and career.
3. Smaller classes, more emphasis on student learning rather than standardized testing, and funding for classroom activities.
4. More time given for paperwork/planning/etc
5. higher pay, amount of hours teachers have to work OUTSIDE of school
6. Greater funding for behavioral and educational supports within schools, along with a smaller class ratio.
7. I wish the band curriculum was more culturally relevant. I work hard to incorporate relevant materials, videos, and examples to show students, but at least in Texas, I feel like band is still disconnected from what most people will experience musically after they graduate high school.
8. More practice with classroom management with difficult students.
9. The pay.
10. Respect for teachers, less emphasis on standardized testing
11. Less constraints with standardized testing
12. I wish there were more opportunities for teachers to influence education policy.
13. I would definitely make sure that students deal more realistically with parents.
14. Better compensation for the amount of work
15. More support for teachers in the classroom.
16. The strong hand of expectations on teachers to teach multiple curriculums also while trying to keep every student on the same track. Growth is more powerful than performance.
17. Adequate time to prep and recess for middle school students.
18. Better pay!
19. More hands on strategies that challenge students to think instead of standardized testing
20. More support in terms of both classroom materials and student behavior
21. Support from parents and administrators
22. More experience from the start
23. Less emphasis on "feels," more emphasis on "reals." Where you grow up and how poor you are doesn't change the way a mitochondria does it's thing. Where you come from doesn't matter, what you do matters, and if you're not doing what you need to do, then you deserve the F. Focusing on "cultural differences" or whatever other PC buzzword we're working under this week does nothing. The new state science standards and curriculum are a reflection of the failure of this line of thinking.
24. Being able to provide schools and students with the right outside resources, because there are many students whose educational needs are being hindered because their fundamental and other needs are not meet.
25. More teacher collaboration within the district.
26. More technology integration
27. There needs to be less emphasis on standardized testing. Teachers should have more training before having a solo classroom. There should be a teacher increase.